TEACHING ACADEMIC WRITING TO UNDERGRADUATE STUDENTS INNON-PHILOLOGICAL UNIVERSITIES

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Annotation: This article explores the essence of developing academic writing skills in undergraduate students. This refers to the contradictions between the analysis of scientific sources, the need to develop these skills, and the lack of educational and methodological support for students. By selecting educational material for the formation of written skills, the skills necessary for solving communicative tasks in academic speech were developed.

Keywords - communicative problem, annotation, writing skills, pedagogical technologies, information and communication technologies, academic writing skills, scientific speech, scientific speaking skills, means of communication, lexical and grammatical analysis.

NOFILOLOGIK UNIVERSITETLARDA BAKALAVR TALABALARGA AKADEMIK YOZUV FANINI O‘QITISH

Annotatsiya:
Ushbumaqoladabakalavrtalabalaridaakademikyozuv ko‘nikmalarinirivojlantirishmohiyatiochibberilgan. Ilmiymanbalarnitahlilqilish, ushbuko‘nikmalarnishakllantirishzarurativatalabalaru chuno‘quv - uslubiy yordamningyo‘qligio‘rtasidagiziddiyatlarihaqidaso‘zboradi. Yozma ko‘nikmalarnishakllantirishuchuno‘quvmaterialinitanlab, akademiknutqda kommunikativmuammolarnihalqilishuchunzarurbo‘lganko‘nikmalarishlab chiqildi.

Kalitso‘zlar: kommunikativmuammo, annotatsiya, yozmako‘nikma, pedagogiktexnologiyalar, axborot-kommunikatsiyatexnologiyalari, akademikyozuvko‘nikmalari, ilmiynutq, ilmiynutqko‘nikmasi, aloqavositasi, leksikvagrammatiktahlil.

ПРЕПОДАВАНИЕ АКАДЕМИЧЕСКОЙ ПИСЬМЕННОСТИ СТУДЕНТАМ БАКАЛАВРИАТА В НЕФИЛОЛОГИЧЕСКИХ ВУЗАХ

Аннотация: В данной статье раскрывается сущность развития навыков академического письма у студентов бакалавриата. Речь идет о противоречиях между анализом научных источников, необходимостью формирования этих навыков и отсутствием учебно-методической помощи для студентов. Выбрав учебный материал для формирования письменных навыков, были разработаны навыки, необходимые для решения коммуникативных задач в академической речи.

Ключевые слова: коммуникативная проблема, аннотация, письменный навык, педагогические технологии, информационно-коммуникационные технологии, навыки академического письма, научная речь, навык научной речи, средство общения, лексический и грамматический анализ.

Today, in the context of the rapid development of cultural, political, and economic ties between countries, the possibility of communicating with a foreign language generates interest in learning foreign languages, which contributes to the assimilation of language materials necessary for communicating with native speakers, traveling abroad, and improving foreign language skills. Today, it is necessary to develop publishing activities not only for teachers, but also for students. Therefore, the issue of training specialists who know a foreign language as a means of communication, academic writing skills, is of particular importance.

Analysis of scientific sources revealing the essence of the development of academic writing skills in undergraduate students shows a contradiction between the need to form these skills and the lack of educational and methodological support for students: elective courses in accordance with the norms of academic writing, teaching aids aimed at the formation of scientific speech.

Many teachers and scholars write about the need to develop academic writing skills: Shestak V. P., Shestak N. V., Smirnova N. V., Ostrovskaya E. S., Vishegorodtseva O. V., Stepanov B. E., Chuykova E. S., Smirnova E. V., Sapukh T. V., Yagenich L. V. and others. These works consider the theoretical and practical foundations of teaching specialists in a foreign language within the framework of the formation of academic writing skills for master's students and heads of educational institutions. We aim to develop the skills of written scientific speech

within the walls of the university, at the bachelor's level, including academic Presentation of the main material. One of the competencies formed "in accordance with the adopted state educational standards of the third-generation 3++ foreign language" is the development of the ability to conduct business communication in oral and written form. At the initial stage of university studies, it is necessary to actively introduce elements and scientific connections that include abstract, theses, scientific articles as educational and scientific texts.

By selecting educational material for the formation of written skills, we set ourselves the task of developing the skills necessary for solving communicative problems in academic speech. At the bachelor's level, this is a commentary on a scientific text. These competencies are the least developed in undergraduate students and lead to maximum difficulties.

We analyzed the students' work and identified the most common errors in writing academic texts:

They do not know how to use and choose the correct language tools for designing written speech, establishing logical connections in the text;

2. Cannot coordinate the logical sequence of the text;
3. They do not know how to choose the correct lexical units, they make stylistic errors.
The content of the note consists of the following: topic, topic, purpose of the work; method or methodology; results of the work; conclusions (they can be accompanied by recommendations, assessments, proposals, hypotheses described in the article).
Descriptive footnotes are typically used for humanitarian and sociological articles. Comments of this type include: purpose, special interest, review of content.

Information annotations are usually used for scientific, engineering articles, which include the purpose of the research, the method used, conclusions, results, and conclusions.

Not recommended:

- Inclusion in the notes of tables, figures, diagrams, charts, and formulas;
- Include links to publications, literature;
- Use abbreviations and conventions other than general use. If the abbreviations are still included, then they must be decoded in the first use.

The second stage is the analysis of annotations of scientific articles.

Students are offered several variants of explanations, it is necessary to compare them, highlight the main parts, and determine the type of explanation.

The third stage is working on the text. Educational materials should ensure the fulfillment of the communicative task. The student should master the ability to quickly understand the content of what is read, as well as analyze phenomena in a foreign language in order to fully extract textual information. The teacher should be shown that lexical and grammatical analysis is one of the methods of studying the text and helps to reveal the semantic essence. The training should allow the student to clearly understand any text without lengthy analysis and with minimal use of vocabulary, which is equivalent to what has been learned and contains about 3-4% of the new vocabulary. In this case, the text size is approximately 800-900 printed characters, allocated for reading.

In the case of deep reading, students have the opportunity to overcome language difficulties, clearly understand the content, and obtain information from the text. In some cases, it is necessary to reveal the "deep" meaning (subtext) that the author wants to convey to the reader. The tasks of this cycle are enlarged and arranged in an order corresponding to the path of formation of the above-mentioned skills. Perhaps, in some cases, it will be necessary to break down specific tasks into smaller actions and operations or introduce new actions - all this is the teacher.

At the final stage of working with the text, the content of the text is understood and interpreted.

The fourth stage is explanatory writing. The performance of this work precedes most of the usual speech tasks: drawing up an explanatory plan, selecting the necessary speech material in the text, formulating the purpose of the text, the method used, conclusions, results, conclusion. When teaching translation elements, the teacher translates from the native language.

List of used literature

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